

The scoring rubrics are meant to be guides and not absolutes of what must be included in each section. Also, do not feel that every activity, material, process, or procedure has to currently be in place to be exemplary or meets standards. Clear descriptions and examples of what the district and school are going to do can also fall into exemplary.

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-4	Meets Standards 5-8	Exemplary Plan 9-10	Total 10
Part A: Capacity Criterion <ul style="list-style-type: none"> This is the overall look at Part A. # 1-10 of Part A is listed below and provides some additional examples districts may identify within their application in order to meet standards or be exemplary. The Leadership Component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section. 		*Adequately identifies district wide strengths for items 1-10 that clearly demonstrates the capacity for a comprehensive (PreK-12) approach for improving literacy. *Adequately identifies additional school strengths for items 1-10 that ensures capacity at all school levels and not just at the district level. *Adequately identifies district needs for items 1-10 and clearly demonstrates how the on-site leadership team will address the needs to improve literacy achievement for all students. *Adequately identifies additional school level needs for items 1-10 and clearly demonstrates how the on-site leadership team will address the needs to improve literacy achievement for all students. *Adequately identifies minimum of 80% buy-in from each school level. *Adequately commits to using	*Clearly identifies district wide strengths for items 1-10 that clearly demonstrates the capacity for a comprehensive district approach for improving literacy. *Clearly identifies additional school strengths for items 1-10 that ensures capacity at all school levels and not just at the district level. *Clearly identifies district wide needs for items 1-10 and clearly demonstrates how the on-site leadership team(s) will address the needs to improve literacy achievement for all students by identifying short term and long term performance targets and aligning those targets to the measures/assessments written into this application. *Clearly identifies additional school level needs for items 1-10 and clearly demonstrates how the on-site leadership team will address the needs to improve literacy achievement for all students by identifying short term and long term performance targets and aligning those targets to the measures/assessments written into this application. *Clearly identifies minimum of 80% buy-in from each school level.	

		<p>iwalkthrough system.</p> <p>*Adequately commits to principal's presence during on-site support visits.</p> <p>*Adequately commits to on-site leadership team attending statewide workshops.</p>	<p>*Clearly commits to using iwalkthrough system.</p> <p>*Clearly commits to principal's presence during on-site support visits.</p> <p>*Clearly commits to on-site leadership team attending statewide workshops.</p>	
<p>1. Clearly define and commit to a 3-5 year Montana Literacy Plan (MLP) through the MT R+I Framework with a minimum buy-in of 80% of LEA and Head Start staff</p>		<p>*Adequately references staff assurances page (Section IV) and provides evidence of a minimum of 80% buy-in at each school level.</p> <p>*Adequately describes district wide and school level commitment for implementing the 7 components of the MLP.</p>	<p>*Clearly references staff assurances page (Section IV) and provides evidence of a minimum of 80% buy-in at each school level.</p> <p>* Clearly describes district wide and school level commitment for implementing the 7 components of the Montana Literacy Plan (MLP).</p> <p>* Clearly describes current involvement and commitment in a 3-5 year process with School Improvement or the Montana RTI project and the alignment of the 8 essential RTI components with the 7 components of the MLP.</p>	
<p>2. Communicate a consistent MLP roll-out plan</p>		<p>*Adequately describes how the on-site leadership team will have constant communication and input from and to staff about the goals and activities written into the application.</p>	<p>*Clearly describes how the on-site leadership team will have constant communication and input from and to staff about the goals and activities written into the application.</p> <p>* Clearly describes how the communication will be consistent from the leadership team to ensure a cohesive message.</p>	
<p>3. Identify 3-5 year performance targets</p>		<p>*Adequately identifies 3 year performance targets for measuring literacy (going beyond reading) for all students, with a focus on disadvantaged subgroups.</p> <p>*Adequately describes how performance targets are tied to the Comprehensive</p>	<p>*Clearly identifies 5 year performance targets for measuring literacy (going beyond reading) for all students, with a focus on disadvantaged subgroups.</p> <p>*Clearly describes how performance targets are tied to the Comprehensive School Improvement.</p>	

		<p>School Improvement Process (CSIP) goals for reading and instruction.</p> <p>*Adequately describes a comprehensive approach (PreK-12) for 3 year performance targets and how the targets set at each level help determine if students are prepared to move to the next level.</p>	<p>Process (CSIP) goals for reading and instruction.</p> <p>*Clearly describes a comprehensive approach (PreK-12) for 5 year performance targets and how the targets set at each level help determine if students are prepared to move to the next level.</p> <p>*Clearly describes or cross references how required assessments will help district to create a more comprehensive approach.</p>	
4. Define annual literacy performance targets		<p>* Adequately identifies annual targets for measuring literacy (going beyond reading) for all students, with a focus on disadvantaged subgroups.</p> <p>*Adequately describes how annual targets are tied to the Comprehensive School Improvement Process (CSIP) goals for reading and instruction.</p>	<p>*Clearly identifies annual targets for measuring literacy (going beyond reading) for all students, with a focus on disadvantaged subgroups.</p> <p>* Clearly describes how annual targets are tied to the Comprehensive School Improvement Process (CSIP) goals for reading and instruction.</p> <p>*Clearly describes a comprehensive approach (PreK-12) for annual targets and how the targets for the year help determine if students are prepared to move onto the next grade level</p> <p>* Clearly describes or cross references how required assessments will help district to create a more comprehensive approach.</p>	
5. Commit resources including positions, staff, and budget support for supplies and materials to the 3-5 year MLP		<p>*Adequately provides evidence of current staffing and resources that will support the implementation of this application and the 3 year performance targets.</p>	<p>*Clearly provides evidence of current staffing and resources that will support the implementation of this application and the annual and 5 year performance targets.</p>	
6. Allocate time for professional development and time for collaboration among staff, with a focus on literacy achievement and effective literacy instruction		<p>*Adequately describes how weekly planning time (45 minutes to 1 hour) will be structured.</p> <p>* Adequately describes what teams will look like and when and where they will</p>	<p>*Clearly describes how weekly planning time (45 minutes to 1 hour) will be structured.</p> <p>*Clearly describes what teams will look like and when they will meet.</p> <p>* Clearly describes how teams will dedicate that planning time to discussing the goals, including</p>	

		<p>meet.</p> <p>* Adequately describes how teams will dedicate that planning time to discussing the goals, including instruction and student data, of this application.</p>	<p>instruction and student data, of this application.</p> <p>* Clearly describes any additional time for professional development and collaboration among teams and entire staff to ensure the goals of this application are achieved.</p>	
7. Establish and lead monthly meetings		<p>* Adequately describes how the on-site leadership team will lead monthly meetings about the goals of this application.</p>	<p>* Clearly describes how the on-site leadership team will lead monthly meetings about the goals of this application.</p> <p>* Clearly describes when, where, and what the content of the meetings will entail and the next steps established from the meetings.</p>	
8. Conduct weekly, both scheduled and random walk-throughs of all instructional settings		<p>* Adequately describes who (principal, assistant principal, leadership team) will be conducting the walk-throughs.</p> <p>* Adequately describes how frequently walk throughs will be conducted and how the district and school will ensure time for walk throughs despite scheduling, sporting events, district meetings, and etc.</p> <p>* Adequately describes which classrooms will receive walk throughs and provides justification for those that will not.</p>	<p>* Clearly describes who (principal, assistant principal, leadership team) will be conducting the walk-throughs.</p> <p>* Clearly describes how frequently walk throughs will be conducted and how the district and school will ensure time for walk throughs despite scheduling, sporting events, district meetings, and etc.</p> <p>* Clearly describes which classrooms will receive walk throughs and provides justification for those that will not.</p>	
<p>9. Share knowledge and materials to enhance others' understanding of effective early literacy instruction and embed culturally competent instruction</p> <p>10. Provide time for and facilitate collaboration among staff, with a focus on literacy achievement and effective literacy instruction</p>		<p>* Adequately describes how the district and school will go beyond team planning time to ensure collaboration across grade levels with a focus on literacy achievement and literacy instruction.</p> <p>* Adequately describes how often collaboration will occur and how the district and school will ensure the focus is on literacy achievement and instruction.</p>	<p>* Clearly describes how the district and school will go beyond team planning time to ensure collaboration across grade levels with a focus on literacy achievement and literacy instruction.</p> <p>* Clearly describes how often collaboration will occur and how the district and school will ensure the focus is on literacy achievement and instruction.</p> <p>* Clearly describes how this process will support the annual and 3 to 5 year performance targets.</p>	

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-4	Meets Standards 5-8	Exemplary Plan 9-10	Total 10
Part B: Needs Assessment Criterion <ul style="list-style-type: none"> # 1 & 2 of Part B is listed below and provides some examples districts may identify within their application in order to meet standards or be exemplary. The entire self-assessment, which includes all 7 components of the Montana Literacy Plan (MLP) should have helped districts and schools address this section. 				
1. Identify systematic needs assessment tools currently in place and then develop plans for utilizing the information gathered through these needs assessments.		* Adequately describes the process the district used to administer and analyze a needs assessment to ensure input and buy-in at the district level. * Adequately describes additional processes used at each school level to ensure input and buy-in beyond the district	* Clearly describes the process the district used to administer and analyze a needs assessment to ensure input and buy-in at the district level. * Clearly describes additional processes used at each school level to ensure input and buy-in beyond the	

		<p>level.</p> <ul style="list-style-type: none"> * Adequately describes process district used to share the information gathered from the self assessment to identify district strengths and weaknesses. * Adequately describes additional processes used at each school to ensure input and buy-in beyond the district level. 	<p>district level.</p> <ul style="list-style-type: none"> * Clearly describes process district used to share the information gathered from the self assessment to identify district strengths and weaknesses. * Clearly describes additional processes used at each school to ensure input and buy-in beyond the district level. * Clearly provides additional details on using the needs assessment to strengthen district and school plans regardless of grant funding. 	
2. Develop the plan for utilizing information gathered in the required self-assessment.		<ul style="list-style-type: none"> * Adequately describes the plan for using the information gathered to create a district wide comprehensive approach for improving literacy. * Adequately describes the plan for using the information gathered to create a school wide comprehensive approach for improving literacy. 	<ul style="list-style-type: none"> * Clearly describes the plan for using the information gathered to create a district wide comprehensive approach for improving literacy. * Clearly describes the plan for using the information gathered to create a school wide comprehensive approach for improving literacy. * Clearly provides additional details on using the needs assessment to develop district and school plans regardless of grant funding. 	

<p>Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.</p>	<p>Does Not Meet Standards 0-4</p>	<p>Meets Standards 5-8</p>	<p>Exemplary Plan 9-10</p>	<p>Total 10</p>
<p><u>Part C: Professional Development Criterion</u></p> <ul style="list-style-type: none"> This is the overall look at Part C. # 1-11 of Part C is listed below and provides some additional examples districts may identify within their application in order to meet standards or be exemplary. The Professional Development Component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section. 		<p>*Adequately describes an annual professional development plan that is based on a needs assessment.</p> <p>*Adequately describes how professional development will be implemented both on-site and off-site and ties in the requirements of the grant including attendance of on-site leadership team at statewide workshops, video reflection folders, team meeting times, and support from instructional consultant and OPI team members.</p> <p>*Adequately describes PD for all staff with programs they are teaching and also addresses PD for new teachers.</p> <p>*On-site leadership teams commit to presenting PD module components (determined by schools/districts) from statewide workshops to staff.</p> <p>*Commits to team weekly team meetings (45</p>	<p>*Clearly describes an annual professional development plan that is based on a needs assessment.</p> <p>*Clearly describes how professional development will be implemented both on-site and off-site and ties in the requirements of the grant including attendance of on-site leadership team at statewide workshops, video reflection folders, team meeting times, and support from instructional consultant and OPI team members.</p> <p>*Clearly describes PD for all staff with programs they are teaching and also addresses PD for new teachers.</p> <p>*Continually ties PD to both teacher and student data.</p> <p>*Clearly describes both district and school needs for PD.</p> <p>*On-site leadership teams commit to presenting PD module components (determined by schools/districts) from statewide workshops to staff.</p> <p>*Commits to team weekly team meetings (45 minutes to</p>	

		<p>minutes to 1 hour).</p> <p>*Commits to teacher creating reflection portfolios.</p>	<p>1 hour).</p> <p>*Commits to teacher creating reflection portfolios.</p>	
1. Prepare and communicate with all educators on an annual MLP professional development plan		<p>*Adequately describes an annual professional development plan and how that plan will help the district and schools progress through the phases of implementation (explore, implement, sustain) with the components of the MLP, especially leadership, professional development, instruction and intervention, and assessment and data-based decision making.</p>	<p>*Clearly describes an annual professional development plan and how that plan will help the district and schools progress through the phases of implementation (explore, implement, sustain) with the components of the MLP, especially leadership, professional development, instruction and intervention, and assessment and data-based decision making.</p> <p>*Clearly describes or cross references the use of the self-assessment to determine the needs of professional development for staff.</p>	
2. Allocate funding and time for professional development opportunities		<p>*Adequately describes how funds and time will be allocated for both on-site and off-site professional development for all staff.</p> <p>*Adequately describes how TEAMS (grade level, content level, school level, etc.) will meet a minimum of 45 minutes per week to focus on the goals of this grant application.</p> <p>*Adequately commits time and funding for the on-site Implementation Team members to attend bimonthly state level workshops in Helena.</p>	<p>*Clearly describes how funds and time will be allocated for both on-site and off-site professional development for all staff.</p> <p>*Clearly describes how TEAMS (grade level, content level, school level, etc.) will meet a minimum of 60 minutes per week to focus on the goals of this grant application.</p> <p>*Clearly commits time and funding for the on-site Implementation Team members to attend bimonthly state level workshops in Helena.</p>	

		<p>*Adequately commits to teachers creating instructional video portfolios and completing that process at a minimum of 3X a year.</p>	<p>*Commits and clearly describes the process schools will use to ensure teachers create instructional video portfolios and have time for reflection (minimum of 3X a year).</p>	
3. Base professional development on student needs and goals		<p>*Professional development is based on student needs and goals as evidenced by student data.</p> <p>*There is evidence that professional development is on-going.</p>	<p>*Professional development is based on student needs and goals as evidenced by student data.</p> <p>*There is evidence that professional development is on-going.</p> <p>*Professional development is provided for the programs instructors utilize based on student needs and goals.</p> <p>*Clearly describes or cross references student goals and how professional development plan will help meet those goals.</p>	
4. Require adequate professional development on evidence-based programs for teaching literacy		<p>* Adequately describes how all staff teaching literacy has or will be provided adequate professional development. Provides details of staff, programs, and PD timeframes (i.e. beginning of school, after school, based on a needs assessment, new teachers, etc.).</p>	<p>*Clearly describes how all staff teaching literacy (reading, writing, listening and speaking about content) has and will be provided adequate professional development. Provides details of staff, programs, and PD timeframes (i.e. beginning of school, after school, team meetings, coaching, etc.)</p> <p>*Clearly describes how PD plan is based on a needs assessment (teacher data, student data, etc.)</p>	

<p>5. Require professional development on the four assessment types and assessment procedures</p>		<p>*Adequately describes how staff will receive professional development on all four types of assessments.</p> <p>*Adequately identifies current assessments and types and includes timeframes and staff for PD.</p> <p>*Adequately identifies required assessments and types and timeframes and staff for PD</p> <p>*Adequately identifies assessment procedures (who, where, when, and administration/scoring practice) to ensure valid and reliable data.</p>	<p>*Clearly describes how staff will receive professional development on all four types of assessments.</p> <p>*Clearly identifies current assessments and types and includes timeframes and staff involvement.</p> <p>*Clearly provides clear evidence on success of current PD for the four types of assessments.</p> <p>*Clearly identifies required assessments and types and timeframes and staff involvement.</p> <p>*Clearly identifies assessment procedures (who, where, when, and administration/scoring practice) to ensure valid and reliable data.</p> <p>* Clearly provides clear evidence on success of current assessment procedures to ensure valid and reliable data.</p>	
<p>6. Require professional development on effective early language and literacy instruction</p> <p>7. Ensure educators understand the developmental progression of early language and literacy development</p>		<p>*Adequately describes how district and schools will provide PD, beyond programs and assessments to ensure a deeper knowledge of early language instruction.</p> <p>*Adequately describes how the district and schools will provide PD, beyond programs and assessments to ensure a deeper understanding of literacy instruction (Prek-12).</p>	<p>*Clearly describes how district and schools will provide PD, beyond programs and assessments to ensure a deeper knowledge of early language instruction.</p> <p>*Clearly describes how the district and schools will provide PD, beyond programs and assessments to ensure a deeper understanding of literacy instruction (Prek-12).</p> <p>*Clearly provides clear timeframes and topics for specific schools and district wide.</p> <p>*Clearly describes or cross references a needs assessment process for determining the PD.</p>	

8. Guarantee systems are in place for providing professional development for new staff with regard to the MLP		<p>*Adequately describes a plan for providing professional development for new staff with regard to the MLP and this application. Provides timeframes and content.</p>	<p>*Clearly describes a plan for providing professional development for new staff with regard to the MLP and this application. Provides timeframes and content.</p> <p>*Clearly describes a plan for additional support and follow up based on needs of new staff.</p>	
9. Ensure educators have access to systems of support including observations, coaching, mentoring, and problem-solving		<p>*Adequately describes processes for ensuring all staff has access to systems of support.</p> <p>*Adequately provides clear examples of timeframes (i.e. grade level meetings, after school, early release, etc.), and personnel that will provide the systems of support.</p> <p>*Adequately describes how all staff will have access to the instructional consultant team member and the OPI team member.</p> <p>*Adequately describes how staff will have additional support provided by district or school personnel, and additional outside consultants/national experts.</p>	<p>*Clearly describes processes for ensuring all staff has access to systems of support.</p> <p>*Clearly provides clear examples of timeframes (i.e. grade level meetings, after school, early release, etc.), and personnel that will provide the systems of support.</p> <p>*Clearly describes how all staff will have access to the instructional consultant team member and the OPI team member.</p> <p>*Clearly provides clear timeframes/structures to ensure observations, coaching, mentoring, and problem-solving are available for all teachers.</p> <p>*Clearly describes how staff will have additional support provided by district or school personnel, and additional outside consultants/national experts.</p> <p>.</p>	
10. Make certain that professional development facilitates the integration of most recent early		<p>*Adequately describes how the PD described in #6 and #7 will impact instruction (current teaching</p>	<p>*Clearly describes how the PD described in # 6 and #7 will impact instruction (current teaching practices).</p>	

language and literacy development research into the current teaching practices		<p>practices).</p> <p>*Adequately provides clear examples of the transfer of PD to classroom instruction.</p> <p>*Adequately provides clear connections between the systems of support in #9 and determining the effectiveness of that support in improving instruction.</p>	<p>*Clearly provides clear examples of the transfer of PD to classroom instruction.</p> <p>*Clearly provides clear connections between the systems of support in #9 and determining the effectiveness of that support in improving instruction.</p> <p>*Clearly provides clear examples of using teacher and student data to determine the impact on improving instruction (current teaching practices).</p>	
11. Guarantee educators receive Positive Behavior Support professional development that includes classroom management and engagement strategies		<p>*Adequately describes the implementation of Positive Behavior Support professional development, which includes classroom management and engagement strategies.</p> <p>*Adequately provides some evidence of the programs/strategies currently being used and the timeframes and staff involved.</p>	<p>*Clearly describes the implementation of Positive Behavior Support professional development, which includes classroom management and engagement strategies.</p> <p>*Clearly provides significant evidence of the programs/strategies being used and timeframes and staff involved.</p> <p>*Clearly provides evidence on success of current PD and identifies additional needs and how this application will help address those needs.</p>	

<p>Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.</p>	<p>Does Not Meet Standards 0-4</p>	<p>Meets Standards 5-8</p>	<p>Exemplary Plan 9-10</p>	<p>Total 10</p>
<p>Part D: Instruction and Intervention Criterion</p> <ul style="list-style-type: none"> This is the overall look at Part D. # 1-12 of Part D is listed below and provides some additional examples districts may identify within their application in order to meet standards or be exemplary. The Instruction and Intervention Component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section. 		<p>*Adequately identifies district wide strengths for items 1-11 that clearly demonstrates a clear system for implementing and supporting/monitoring evidence based programs and instruction.</p> <p>*Adequately identifies additional school strengths for items 1-11 that ensures each school level has the necessary materials, time, and support to teach literacy throughout all content areas.</p> <p>*Adequately identifies district wide needs for items 1-11 and clearly demonstrates how the on-site leadership team(s)/staff will address the need for implementing evidence based programs and explicit instruction.</p> <p>*Adequately identifies additional school level needs for items 1-11 and clearly demonstrates how the on-site leadership team s/staff will address the need for sufficient time to teach literacy and writing.</p> <p>*Adequately commits to implementing a multi-tiered system of support.</p>	<p>*Clearly identifies district wide strengths for items 1-11 that clearly demonstrates a clear system for implementing and supporting/monitoring evidence based programs and instruction.</p> <p>*Clearly identifies additional school strengths for items 1-11 that ensures each school level has the necessary materials, time, and support to teach literacy throughout all content areas.</p> <p>*Clearly identifies district wide needs for items 1-11 and clearly demonstrates how the on-site leadership team(s)/staff will address the need for implementing evidence based programs and explicit instruction.</p> <p>*Clearly identifies additional school level needs for items 1-11 and clearly demonstrates how the on-site leadership team s/staff will address the need for sufficient time to teach literacy and writing.</p> <p>*Clearly describes support/monitoring for teachers to ensure implementation of evidence based programs and instruction is effective in increasing student achievement and the goals written into this application.</p> <p>*Clearly commits to implementing a multi-tiered system</p>	

			of support.	
1. Evidence-based literacy programs are being utilized		*Adequately describes programs being used for teaching literacy (reading, writing, speaking, and listening) and provides evidence based research of the effectiveness.	<p>*Clearly describes programs being used for teaching literacy (reading, writing, speaking, and listening) and provides evidence based research of the effectiveness.</p> <p>*Clearly describes district's comprehensive approach to evidence based programs that ensures a smoother transition for students from one grade to another grade and one level to another level (i.e. direct instruction programs across grade levels, reading programs with a scope and sequence that continues to build from one grade level to another and one level to another.</p>	
2. Educators have the necessary instructional materials to teach the early learning programs		*Adequately provides details on how teachers that teach early learning programs have the necessary materials to teach the program with fidelity.	*Clearly provides details on how teachers that teach early learning programs have the necessary materials to teach the program with fidelity.	
3. Educators will utilize a multi-tiered system of support to maintain high achievement expectations for all students through evidence-based core instruction.		*Adequately describes a multi-tiered system of support for core-instruction (Tier I) and provides specific examples of maintaining high achievement for all students (i.e. monitoring of grades in middle and high school, use of PM data for all students, data notebooks).	<p>*Clearly describes a multi-tiered system of support for core-instruction (Tier I) and provides specific examples of maintaining high achievement for all students (i.e. monitoring of grades in middle and high school, use of PM data for all students, data notebooks).</p> <p>*Clearly provides details and/or cross references use of data from assessment section to ensure core instruction is increasing achievement for students.</p>	
4. Educators will utilize a multi-tiered system of support within		*Adequately describes a multi-tiered system of support for small groups and provides specific	*Clearly describes a multi-tiered system of support for small groups and provides specific examples of	

small groups to differentiate instruction for application of skills, including reteaching, additional practice, or challenge activities		<p>examples of differentiating instruction</p> <p>Preschool Examples: center time</p> <p>Elementary Examples: center time, intervention time, pull out groups.</p> <p>Middle and High School Examples: intervention periods, homework help, reteaching after/before/during school, study hall support of content areas).</p>	<p>differentiating instruction</p> <p>Preschool Examples: center time</p> <p>Elementary Examples: center time, intervention time, pull out groups.</p> <p>Middle and High School Examples: intervention periods, homework help, reteaching after/before/during school, study hall support of content areas).</p> <p>*Clearly provides details and/or cross references use of data from assessment section to ensure small group instruction is increasing achievement for students.</p>	
5. Educators utilize evidence-based intervention instruction aligned with literacy components		<p>*Adequately describes intervention programs being used for teaching literacy (reading, writing, speaking, and listening) during intervention instruction and provides evidence based research of the effectiveness.</p>	<p>*Clearly describes intervention programs being used for teaching literacy (reading, writing, speaking, and listening) during intervention instruction and provides evidence based research of the effectiveness.</p> <p>*Clearly describes district's comprehensive approach to evidence based programs for interventions that ensures a smoother transition for students in need of interventions from one grade to another grade and one level to another level (i.e. direct instruction programs for interventions across grade levels, interventions for reading programs with a scope and sequence that continues to build from one grade level to another and one level to another.</p>	

6. Educators have the necessary instructional materials for evidence-based intervention instruction		*Adequately provides details on how teachers have or will have the necessary materials to teach the intervention programs with fidelity.	*Clearly provides details on how teachers have or will have the necessary materials to teach the intervention programs with fidelity. *Clearly describes how materials will be sustained past grant funding.	
7. Educators allocate time to provide early literacy instruction and evidence-based intervention instruction		*Adequately describes the allocated time for literacy Prek-12 th grade and a multi-tiered system of support. *Adequately provides data/examples of how the time described is sufficient to meet the needs of all students during core instruction and interventions.	*Clearly describes the allocated time for literacy Prek-12 th grade and a multi-tiered system of support. *Clearly provides data/examples of how the time described is more than sufficient to meet the needs of all students during core instruction and interventions.	
8. Educators embed explicit literacy instruction across evidence-based instruction		*Adequately describes how literacy instruction and programs listed above will be implemented with explicit instruction (i.e. I do/we do /you do, modeling/guided practice/feedback/check for understanding).	*Clearly describes how literacy instruction and programs listed above will be implemented with explicit instruction (i.e. I do/we do /you do, modeling/guided practice/feedback/check for understanding). *Clearly provides details on how explicit instruction will be monitored/supported/measured (i.e. walkthroughs, team meeting discussions, mentoring)	
9. Educators apply literacy skills throughout the day across all content areas		*Adequately describes how literacy skills (speaking, reading, listening and writing) will be taught in all content areas throughout the day.	*Clearly describes how literacy skills (speaking, reading, listening and writing) will be taught in all content areas throughout the day.	

		<p>*Adequately provides specific examples of literacy in science/social studies/humanities, etc., will be taught throughout the day.</p>	<p>*Clearly provides specific examples of literacy in science/social studies/humanities, etc., will be taught throughout the day.</p> <p>*Clearly provides details on how the teaching of literacy skills across all content areas will be monitored/supported/measured (i.e. walkthroughs, team meeting discussions, mentoring)</p>	
10. Educators allocate time for writing about text		<p>*Adequately describes the allocated time for writing, Prek-12th grade.</p> <p>*Adequately provides data/examples of how the time described is sufficient for writing about text.</p>	<p>*Clearly describes the allocated time for writing, Prek-12th grade.</p> <p>*Clearly provides data/examples of how the time described is sufficient for writing about text.</p> <p>*Clearly provides data/examples of how time is allocated for writing about text throughout all content areas.</p>	
11. Educators teach students the fundamental skills and processes for writing		<p>*Adequately describes the districts writing program and fundamental skills and processes taught Prek-12th grade.</p>	<p>*Clearly describes the districts writing program and fundamental skills and processes taught Prek-12th grade.</p> <p>*Clearly provides examples of current writing program and its effectiveness.</p>	

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-4	Meets Standards 5-8	Exemplary Plan 9-10	Total 10
<p><u>Part E: Assessment and Data-based Decision Making Criterion</u></p> <ul style="list-style-type: none"> This is the overall look at Part E. # 1-12 of Part E is listed below and provides some additional examples districts may identify within their application in order to meet standards or be exemplary. The Assessment and Data-based Decision Making Criterion Component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section. 		<p>*Adequately identifies the four types of assessments (screening, progress monitoring, diagnostic and outcome) district wide, school wide, and at each grade level.</p> <p>*Adequately identifies strengths of current assessments in place for each type and each grade level.</p> <p>*Adequately identifies weaknesses/needs for a comprehensive assessment system covering the four types.</p> <p>*Adequately commits to implementing required MSRP assessments (prek-12).</p>	<p>*Clearly identifies the four types of assessments (screening, progress monitoring, diagnostic and outcome) district wide, school wide, and at each grade level.</p> <p>*Clearly identifies strengths of current assessments in place for each type and each grade level.</p> <p>*Clearly identifies weaknesses/needs for a comprehensive assessment system covering the four types.</p> <p>*Ties additional required MSRP assessments to addressing their needs in assessment and explains how this will create a comprehensive assessment system (PreK-12).</p> <p>*Clearly commits to implementing required MSRP assessments (prek-12).</p> <p>*Clearly identifies a systematic approach for analyzing data in a timely manner and then making instructional decisions based on the</p>	

			analysis of the data.	
1. An annual assessment plan has been developed and assessment procedures are clearly in place for the four assessment types		<p>*Adequately describes annual assessment plan including timeframes for each assessment type.</p> <p>*Adequately identifies clear assessment procedures to ensure valid and reliable data (i.e. assessment team, training, practice in administration with colleagues)</p>	<p>*Clearly describes annual assessment plan including timeframes for each assessment type.</p> <p>*Clearly identifies clear assessment procedures to ensure valid and reliable data (i.e. assessment team, training, practice in administration with colleagues)</p> <p>*Clearly describes or cross references PD to ensure assessment plan is in place and procedures are established.</p>	
2. A universal screening system is in place to measure and monitor student progress and is shared among staff in a timely manner		<p>*Adequately identifies screening for each grade level and timeframes for administration and analysis of data.</p> <p>*Adequately provides clear examples of how the screening is used to place students in a mutli-tiered approach and in a timely manner.</p>	<p>*Clearly identifies screening for each grade level and timeframes for administration and analysis of data.</p> <p>*Clearly provides clear examples of how the screening is used to place students in a mutli-tiered approach and in a timely manner.</p> <p>*Clearly describes how data is shared with staff in a timely manner and on an ongoing basis.</p>	
3. Multiple assessment measures are used to monitor and modify instruction in order to meet student needs as identified by the four assessment types		<p>*Adequately identifies how the four types of assessments are used to monitor and modify instruction.</p>	<p>*Clearly identifies how the four types of assessments are used to monitor and modify instruction.</p> <p>*Clearly identifies how staff analyzes the four types of assessments (i.e. grade level meetings,</p>	

		<p>*Adequately identifies how staff analyzes the four types of assessments (i.e. grade level meetings, benchmark meetings, data team meetings, data management system with printed charts/graphs, etc.).</p>	<p>benchmark meetings, data team meetings, data management system with printed charts/graphs, etc.).</p> <p>*Clearly identifies how the staff modifies instruction based on the analysis of the four types of assessments (i.e flow chart of multi-tiered system of support, homework club, tutoring, differentiated instruction, etc.).</p>	
4. LEAs utilize state testing data to determine the factors for low performance in subgroups that may be contributing to failure to meet AYP		<p>*Adequately describes process district uses to analyze MontCAS data to determine the factors that may be contributing to low performance in subgroups</p>	<p>*Clearly describes process district uses to analyze MontCAS data to determine the factors that may be contributing to low performance in subgroups.</p> <p>*Clearly provides additional details on how this data is analyzed from year to year and tied to district and school improvement goals supportive of meeting AYP targets.</p>	
5. LEAs have a specific plan for improving scores for disadvantaged students		<p>*Adequately describes plan districts have for improving scores for disadvantaged groups.</p> <p>*Adequately describes plans at each school level for improving scores for disadvantaged groups.</p>	<p>*Clearly describes plan districts have for improving scores for disadvantaged groups.</p> <p>*Clearly describes plans at each school level for improving scores for disadvantaged groups.</p> <p>*Clearly provides specific examples about personnel, interventions and time, and assessments used with disadvantaged groups. Provides details on how these all work together to monitor the effectiveness of improving scores for disadvantaged groups.</p>	

6. Staff member(s) have been identified for collecting and disseminating data to educators in a timely manner			<p>*Clearly describes staff members and their expertise that collects data and shares the data with staff.</p> <p>*Clearly describes process these staff member use for sharing data in a timely manner.</p>	
7. Progress monitoring is systematic, documented, and shared with educators in a timely manner		<p>*Adequately describes progress monitoring measures and timeline for administration at each school level and grade level.</p> <p>*Adequately describes how and when progress monitoring data is shared with staff.</p> <p>*Adequately provides a close timeframe from when data is collected to when it is shared with staff.</p>	<p>*Clearly describes progress monitoring measures and timeline for administration at each school level and grade level.</p> <p>*Clearly describes how and when progress monitoring data is shared with staff.</p> <p>*Clearly provides a close timeframe from when data is collected to when it is shared with staff.</p> <p>*Clearly provides a comprehensive look at progress monitoring district wide and how the measures at each grade build upon one another to help determine if students are prepared to move from one grade to another and from one school level to another.</p>	
8. Diagnostic procedures are systematic, documented, and shared with educators in a timely manner		<p>*Adequately describes diagnostic measures and timeline for administration at each school level and grade level.</p> <p>*Adequately describes how and when diagnostic data is shared with staff.</p> <p>*Adequately</p>	<p>*Clearly describes diagnostic measures and timeline for administration at each school level and grade level.</p> <p>*Clearly describes how and when diagnostic data is shared with staff.</p>	

		provides a close timeframe from when data is collected to when it is shared with staff.	<p>*Clearly provides a close timeframe from when data is collected to when it is shared with staff.</p> <p>*Clearly provides details about what is done with the diagnostic data (i.e, additional instructional time, additional interventions, homework club, study hall, etc.)</p>	
9. A school data collection system is in place and technology support is available		<p>*Adequately describes the school data collection system and provides details of how that system is used for the four types of assessments.</p> <p>*Adequately describes what resources are used from the management system to share with staff (i.e, monthly progress monitoring reports, data over time reports, parent teacher conference reports, etc.)</p>	<p>*Clearly describes the school data collection system and provides details of how that system is used for the four types of assessments.</p> <p>*Clearly describes what resources are used from the management system to share with staff (i.e, monthly progress monitoring reports, data over time reports, parent teacher conference reports, etc.)</p> <p>*Clearly describes personnel and processes for technology support (i.e. how many on-site support days per school, how often are teacher needs met, is there a process and a timely turn around for technology requests/needs, etc.)</p>	
10. On-site Leadership Implementation Teams and grade-level Teacher Teams are established and meet at least twice a month		<p>*Adequately provides details on makeup of on-site leadership team (i.e. district level, school level, etc.)</p> <p>*Adequately provides details about teacher teams (i.e.</p>	<p>*Clearly provides details on makeup of on-site leadership team (i.e. district level, school level, etc.)</p>	

		<p>grade levels, content areas, etc.)</p> <p>*Provides timeframe for on-site implementation team to meet.</p> <p>*Provides timeframe for teacher teams to meet weekly for 45 minutes to 1 hour or the accumulation of that time every other week (i.e., two hours every other Friday).</p>	<p>*Clearly provide details about teacher teams (i.e. grade levels, content areas, etc.)</p> <p>*Provides timeframe for on-site implementation team to meet.</p> <p>*Provides timeframe for teacher teams to meet weekly for 45 minutes to 1 hour or the accumulation of that time every other week (i.e., two hours every other Friday).</p> <p>*Clearly provides details of how teacher teams and on-site leadership team will communicate about questions and concerns (i.e., representative from on-site leadership team attends teacher team meeting monthly).</p>	
11. Fidelity of assessment administration is regularly verified		<p>*Adequately describes process for ensuring assessments are administered to ensure reliable and valid data (i.e. assessment team training, computer lab monitoring of students, updated trainings before each benchmark assessment period, etc.)</p>	<p>*Clearly describes process for ensuring assessments are administered to ensure reliable and valid data (i.e. assessment team training, computer lab monitoring of students, updated trainings before each benchmark assessment period, etc.)</p>	
12. Individual student data is routinely re-examined to ensure disadvantaged students are making adequate progress		<p>*Adequately describes how individual student data is continually analyzed for disadvantaged subgroups to ensure they are making adequate progress.</p> <p style="text-align: center;">*</p> <p>Defines adequate progress and disadvantaged</p>	<p>*Clearly describes how individual student data is continually analyzed for disadvantaged subgroups to ensure they are making adequate progress.</p>	

		subgroups.	<p>*Clearly defines adequate progress and disadvantaged subgroups.</p> <p>*Clearly provides details on the use of the four assessment types to determine adequate progress for disadvantaged subgroups.</p>	
--	--	------------	---	--

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-2	Meets Standards 3-4	Exemplary Plan 5	Total 5
<u>Part F: Language and Text-Rich Learning Environment Criterion</u> <ul style="list-style-type: none"> The Instruction and Intervention Component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section. 				
1. Describe your current language and text-rich learning program environment		*Adequately describes how early grades will create text-rich learning environments by teaching and modeling expressive and receptive language through everyday reading, speaking, writing, and print.	*Clearly describes how early grades will create text-rich learning environments by teaching and modeling expressive and receptive language through everyday reading, speaking, writing, and print. *Clearly provides specific details such as authentic playful activities, asking purposeful questions, modeling rich vocabulary, etc.	
2. Describe any changes intended for the language and text-rich learning program environment		*Adequately describes how early grades will change/improve/adapt their current text-rich environments to include more teaching of expressive and receptive language through everyday reading , speaking, writing, and print.	*Clearly describes how early grades will change/improve/adapt their current text-rich environments to include more teaching of expressive and receptive language through everyday reading , speaking, writing, and print.	

			*Clearly provides specific details such as implementing authentic playful activities, asking purposeful questions, modeling rich vocabulary, etc.	
3. Describe a timeline of activities, indicators of success, and roles and responsibilities for the first year		*Activities from this section are listed in a timeline and or cross referenced in the timeline of Part G.	*Activities from this section are listed in a timeline and or cross referenced in the timeline of Part G.	

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-2	Meets Standards 3-4	Exemplary Plan 5	Total 5
Part G: Continuous Improvement Processes Criterion <ul style="list-style-type: none"> The Continuous Improvement Cycle in the Montana Literacy Plan (MLP) should have helped districts and schools address this section. 				
1. Describe continuous improvement processes that are currently in place		*Adequately describes the current continuous improvement cycle and provides details for each area including what assessments are used and how are they used to improve overall systems and instruction.	*Clearly describes the current continuous improvement cycle and provides details for each area including what assessments are used and how they are used to improve overall systems and instruction. *Clearly provides examples of both student and teacher data.	
2. Describe how the Continuous Improvement Cycle will be utilized		*Adequately describes how the district will utilize the seven step problem-solving model listed in the grant application.	*Clearly describes how the district will utilize the seven step problem-solving model listed in the grant application.	

		<p>*Adequately describes how each school level will utilize the seven step problem-solving model listed in the grant application.</p>	<p>*Clearly describes how each school level will utilize the seven step problem-solving model listed in the grant application.</p> <p>*Clearly provides details on how the cycle will be cyclical and ongoing (i.e. quarterly reviews based on new student and teacher data, bimonthly improvement cycles based on the administration of XXX data, current assessment team monthly meetings, etc.)</p>	
<p>3. Describe a timeline of activities, indicators of success, and roles/responsibilities for the first year</p>		<p>*Adequately provides a clear timeline of activities written into all sections of this application, indicators of success, and the roles/responsibilities of all staff for the first year.</p>	<p>*Clearly provides a timeline of activities written into all sections of this application, indicators of success, and the roles/responsibilities of all staff for the first year.</p> <p>*Clearly provides descriptions of each activity, when it is to be completed and how it is measured for effectiveness (i.e. teacher team meeting time/weekly for one hour/all 8th grade teachers/notes sent to leadership team/follow up from instructional consultant and principal.</p>	

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-4	Meets Standards 5-8	Exemplary Plan 9-10	Total 10
Part H: Community and Family Involvement Criterion <ul style="list-style-type: none">This is the overall look at Part H. # 1-10 of Part H is listed below and provides some additional examples districts may identify within their application in order to meet standards or be exemplary.The Community and Family Involvement component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section.		<p>*Adequately identifies district level partnerships, what those partnerships do to improve literacy outcomes and how those partnerships are maintained over time.</p> <p>*Adequately identifies additional school level partnership, what those partnerships do to improve literacy outcomes and how those partnerships are maintained over time.</p> <p>*Adequately identifies communication and problem-solving processes with parents.</p> <p>*Adequately explains how parents and volunteers are resources for assisting the school and students in improving literacy outcomes.</p>	<p>*Clearly identifies district level partnerships, what those partnerships do to improve literacy outcomes and how those partnerships are maintained over time.</p> <p>*Clearly identifies additional school level partnership, what those partnerships do to improve literacy outcomes and how those partnerships are maintained over time.</p> <p>*Clearly identifies communication and problem-solving processes with parents.</p> <p>*Clearly explains how parents and volunteers are resources for assisting the school and students in improving literacy outcomes.</p> <p>*Clearly provides specific activities, timelines, and responsibilities for the items mentioned above.</p> <p>*Clearly provides details on how the activities will be measured and tied to student achievement.</p>	
1. Recognize community partnerships in the literacy		*Adequately describes district level community	*Clearly describes district level community partnerships	

development of students		<p>partnerships for improving literacy.</p> <p>*Adequately describes additional school level community partnerships for improving literacy.</p>	<p>for improving literacy.</p> <p>*Clearly lists partnerships and their contributions to improving literacy at the district level.</p> <p>*Clearly describes additional school level community partnerships for improving literacy.</p> <p>*Clearly lists partnerships and their contributions to improving literacy at the school level.</p>	
2. Understand the importance of school, family, and community partnerships and nurture reciprocal relationships with families		<p>*Adequately describes communication with school, family, and community partnerships and how the communication is reciprocal towards improving literacy outcomes for students.</p> <p>* Commits to meeting with community partnerships three times a year (October, January, and June) to share program data.</p>	<p>*Clearly describes communication with school, family, and community partnerships and how the communication is reciprocal towards improving literacy outcomes for students.</p> <p>*Clearly provides details on communication and frequency of communication (i.e. newsletters, meetings, phone calls, etc.)</p> <p>*Commits to meeting with community partnerships three times a year (October, January, and June) to share program data.</p>	
3. Have a system in place for helping families support students' learning at home		<p>*Adequately describes systems at a district level for supporting families with students' learning at home (i.e. homework hotline, website resources, tutoring services, etc.)</p> <p>* Adequately describes additional systems at the school level for supporting families with students' learning at home.</p>	<p>*Clearly describes systems at a district level for supporting families with students' learning at home (i.e. homework hotline, website resources, tutoring services, etc.)</p> <p>*Clearly describes additional systems at the school level for supporting families with students' learning at home.</p>	

<p>4. Have a system in place for effectively communicating with families in various and meaningful ways</p>		<p>*Adequately describes systems at the district level for communicating with families.</p> <p>*Adequately describes systems at the school level for communicating with families.</p>	<p>*Clearly describes systems at the district level for communicating with families.</p> <p>*Clearly provides specific examples (i.e. monthly district newsletters, posting on website with reminders, parent meetings, family nights, etc.)</p> <p>*Clearly describes systems at the school level for communicating with families.</p> <p>*Clearly provides specific examples (i.e. school newsletters, classroom newsletter, postings on website, teacher websites, parent meetings, family night, regular and ongoing updates on grades and progress, etc.)</p>	
<p>5. Involve parents and/or students in the problem-solving process</p>		<p>*Adequately describes how the schools involve parents in the problem-solving process (i.e. surveys, phone calls, support personnel beyond the classroom teacher to help parents, etc.)</p> <p>*Adequately describes how the schools involve the students in the problem-solving process (i.e. student data notebooks, test analysis of missed problems, student conferences, goal setting, etc.)</p>	<p>*Clearly describes how the schools involve parents in the problem-solving process (i.e. surveys, phone calls, support personnel beyond the classroom teacher to help parents, etc.)</p> <p>*Clearly describes how the schools involve the students in the problem-solving process (i.e. student data notebooks, test analysis of missed problems, student conferences, goal setting, etc.)</p> <p>*Clearly provides a list of specific activities, timeframes for the activities, and roles and responsibilities for accomplishing the activities (ex. Monthly meeting/ with family support specialist and parents/ for students receiving habitual Ds and Fs or phone call/ to parents/ when a student drops a complete grade).</p>	

Montana Striving Readers Project Scoring Rubric, December 2012.

6. Sponsor and promote literacy activities and events		*Adequately describes the activities and events the district and school will sponsor to promote literacy throughout the year.	*Clearly describes the activities and events the district and school will sponsor to promote literacy throughout the year. *Clearly provides a list of specific activities, timeframes for activities, and the roles and responsibilities for accomplishing the activities.	
7. Collaborate with each other and families to ensure smooth transitions from early education through high school		*Adequately describes district processes for ensuring a smooth transition from one school level to another (pre-k to elementary, elementary to middle, and middle to high school).	*Clearly describes district processes for ensuring a smooth transition from one school level to another (pre-k to elementary, elementary to middle, and middle to high school). *Clearly provides specific examples and timeframes (ex. 1) Meeting January benchmark with 8 th grade teachers and 9 th grade teachers to begin discussing transition plans for disadvantaged/struggling students 2) meeting beginning after January benchmark between middle and high school counselors to begin discussing transition plans for disadvantaged students and then the data and plans will be discussed and shared with teachers during grade level meetings)	
8. Ensure families and children have opportunities to demonstrate their abilities, skills, and knowledge in any language including students' primary language		*Adequately describes how schools will ensure supports are in place for families and children to demonstrate their abilities, skills, and knowledge in the students' primary language.	*Clearly describes how schools will ensure supports are in place for families and children to demonstrate their abilities, skills, and knowledge in the students' primary language.	
9. Establish and maintain both formal and informal literacy partnerships with families and the private and public sector to		*Adequately describes how the partnerships listed in #1 will help support student's development and readiness for each school level. Which private and public	*Clearly describes how the partnerships listed in #1 will help support student's development and readiness for each school level. Which private and public	

provide support to students' development and middle/high school readiness		partnerships could really support the transition years and in what ways?	partnerships could really support the transition years and in what ways? *Clearly provides examples of how these partnerships will be maintained over time to ensure contained growth and strength of partnerships in helping improve literacy outcomes for all students.	
10. Recognize parent, community tutoring programs, and volunteers as resources to assist students in acquiring literacy skills			*Clearly describes how parents, community tutoring programs (if applicable), and volunteers assist in helping students acquire literacy skills. *Clearly provides details on partnerships and recruiting efforts with volunteers and parents. *Clearly provides clear plans/resources/materials and training/support that is provided to parents and volunteers to ensure success for both parents and volunteers as well as students.	

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-2	Meets Standards 3-4	Exemplary Plan 5	Total 5
<u>Part I: Coherent Strategy Criterion</u>				
1. Leverage applicant's funds and align proposed literacy activities with other federal, state, and local funds		*District describes how proposed activities will be supported by other federal, state, and local funds.	*District describes how proposed activities will be supported by other federal, state, and local funds.	
2. Provide a list of current federal, state, and local funds that impact literacy and how those funds will support specific activities listed in the application		*Adequately provides a direct alignment of major activities written into this application and additional funds that will be used to implement the listed activities (ex. 1) Title I teacher teaching interventions and fully funded by Title I funds, 2) new mobile labs purchased with Title or district funds).	*Clearly provides a direct alignment of major activities written into this application and additional funds that will be used to implement the listed activities (ex. 1) Title I teacher teaching interventions and fully funded by Title I funds, 2) new mobile labs purchased with Title or district funds).	

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-2	Meets Standards 3-4	Exemplary Plan 5	Total 5
<u>Part J: Eligible Schools and Head Start Programs Criterion</u>				
1. Which schools will be selected to receive MSRP grant funds? Describe the criteria used to make the choice. Head Start Programs: Describe the criteria used to make the choice		*Adequately describes process used to select schools if more than one school level (elementary, middle, and high school) was eligible. *Adequately provides explanation of the reason schools are participating (i.e. on eligibility list from state) and not participating (i.e. not on eligibility list from state, only 70% buy-in from High School, etc.)	*Clearly describes process used to select schools if more than one school level (elementary, middle, and high school) was eligible. *Clearly provides explanation of the reason schools are participating (i.e. on eligibility list from state) and not participating (i.e. not on eligibility list from state, only 70% buy-in from High School, etc.) *Clearly provides explanation.	
2. Describe the plan for addressing the needs of eligible schools that will not be selected to receive MSRP funds. Describe the factors that most influenced the decision not to select these schools.				

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-2	Meets Standards 3-4	Exemplary Plan 5	Total 5
<u>Part K: Evidence Criterion</u>				
1. Implementation of successful evidence-based literacy instruction		*Adequately describes or cross references the evidence that supports the literacy instruction to be used at each school level.	*Clearly describes or cross references the evidence that supports the literacy instruction to be used at each school level. *Clearly describes district approach for ensuring evidence-based literacy instruction that is comprehensive Prek-12 (i.e. ensuring smoother transition and instructional supports from one level to another).	
2. Use of evidence-based curriculum and materials		*Adequately describes or cross references the evidence that supports the curriculum and materials identified within this application at each school level.	*Clearly describes or cross references the evidence that supports the curriculum and materials identified within this application at each school level. *Clearly describes or cross references the district approach for ensuring evidence-based curriculum and materials are comprehensive Prek-12 (i.e. ensuring smoother transition from one level to another).	

Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-2	Meets Standards 3-4	Exemplary Plan 5	Total 5
Part L: Standards Criterion #1and 2 of Part L is listed below and provides some examples districts may identify within their application in order to meet the standards or be exemplary. * The Standard Component in the Montana Literacy Plan (MLP) should have helped districts and schools address this section.				
1. Grades K-12: Describe the process LEAs will use to ensure alignment of the evidence-based curriculum to the Montana Common Core Standards		<p>*Adequately describes the current use of an evidence-based curriculum and materials and/or cross references the instruction and intervention section within this application.</p> <p>*Adequately identifies district strengths and needs to ensure a comprehensive approach for evidence-based curriculum and Montana Common Core Standards alignments.</p> <p>*Adequately identifies individual school strengths and needs to ensure staff knowledge and buy-in to evidence based curriculum and Montana Common Core Standards alignment.</p>	<p>*Clearly describes the current use of an evidence-based curriculum and materials and/or cross references the instruction and intervention section within this application.</p> <p style="text-align: right;">*Clearly</p> <p>describes processes currently occurring to align evidence-based curriculum to the MT Common Core Standards.</p> <p>*Clearly identifies district strengths and needs to ensure a comprehensive approach for evidence-based curriculum and Montana Common Core Standards alignments.</p> <p>*Clearly identifies individual school strengths and needs to ensure staff knowledge and buy-in to evidence based curriculum and Montana Common Core Standards</p>	

		*Adequately provides additional details for the use of culturally responsive (IEFA) reading, writing, and communication strategies identified within the Montana Common Core Standards.	alignment. *Clearly provides additional details for the use of culturally responsive (IEFA) reading, writing, and communication strategies identified within the Montana Common Core Standards.	
2. Birth through Age 5: Describe the process that LEAs or Head Start programs will use to ensure the evidence-based curriculum is aligned to the Montana Early Learning Guidelines or Montana Common Core Standards		*Adequately provides a reasonable description of the alignment of an evidence-based curriculum to the Early Learning Guidelines. *A reasonable plan for the alignment of evidence-based curriculum to the partnering districts plans for implementation of the Montana Common Core Standards is described.	*Clearly provides a comprehensive description of the alignment of an evidence-based curriculum to the Early Learning Guidelines. *Clearly describes a comprehensive approach in which an evidence-based curriculum is aligned to partnering districts plans for implementation of the Montana Common Core Standard to ensure smooth transitions from early education to kindergarten.	
Application Criteria Items are numbered to reflect application, but districts do not need to have them in a specific order, they only need to cover the criteria. Covering the criteria may come in the form of paragraphs, charts, bullets, etc.	Does Not Meet Standards 0-2	Meets Standards 3-4	Exemplary Plan 5	Total 5
<u>Part M: Competitive Technology Criterion</u>				
1. Describe the technology used to address student learning challenges		*Adequately describes current technology used to address student learning challenges in core instruction and interventions.	*Clearly describes current technology used to address student learning challenges in core instruction and interventions.	

		<p>*Adequately describes technology needs to address student learning challenges in core instruction and interventions.</p>	<p>*Clearly describes technology needs to address student learning challenges in core instruction and interventions.</p> <p>*Clearly describes both district and school strengths with using technology to address student learning challenges (i.e. text complexity support).</p> <p>*Clearly provides additional details/references to district's technology plan.</p>	
2. Describe the evidence-based rationale for using that technology		<p>* Adequately describes the evidence base for technology to address student learning challenges, to increase engagement for all students, and to increase teacher effectiveness.</p> <p>*Adequately describes the rationale for the current use of technology.</p> <p>*Adequately describes the rationale for the need of new technology.</p>	<p>*Clearly describes the evidence base for technology to address student learning challenges, to increase engagement for all students, and to increase teacher effectiveness.</p> <p>*Clearly describes the rationale for the current use of technology.</p> <p>*Clearly describes the rationale for the need of new technology.</p> <p>*Clearly provides specific examples of how technology will increase achievement for all students in core instruction and interventions.</p> <p>*Clearly provides specific examples of how technology will increase achievement for students with learning challenges.</p>	
3. Describe the use of technology to increase student engagement and achievement		<p>*Adequately describes current technology used to increase student engagement and achievement in</p>	<p>*Clearly describes current technology used to increase student engagement and achievement in core instruction</p>	

		<p>core instruction and interventions.</p> <p>*Adequately describes needs for the use of technology to increase student engagement and achievement in core instruction and interventions.</p>	<p>and interventions.</p> <p>*Clearly describes needs for the use of technology to increase student engagement and achievement in core instruction and interventions (i.e. use of Smart Board or interactive whiteboard, mobile labs, ipads, text complexity support, etc.)</p> <p>*Clearly describes both district and school strengths with using technology to increase student engagement and achievement in core instruction and interventions.</p>	
<p>4. Describe how technology will be used to increase teacher effectiveness</p>		<p>*Adequately describes current use of technology to increase teacher effectiveness (i.e., smart boards, data management systems, short video clips to build background knowledge, mobile labs for writing, etc.)</p> <p>*Adequately describes need for technology to increase teacher effectiveness.</p>	<p>*Clearly describes current use of technology to increase teacher effectiveness (i.e., Smart Board or interactive whiteboard, data management systems, short video clips to build background knowledge, mobile labs for writing, etc.)</p> <p>*Clearly describes need for technology to increase teacher effectiveness and provides specific examples of what, when, where and how technology will be used (i.e. Smart Board or interactive whiteboard in science classes to build background knowledge at the beginning of each unit by accessing XXXX videos from XXX).</p> <p>*Clearly describes or cross references what professional development will be offered to support the use of the technology.</p>	